

## **Time, Continuity, and Change**

### End of grade 2

Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.2.a. Identify stories about past events, people, places or situations.
- 1.2.b. Differentiate between people, places, and events in the past, present and future.
- 1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.

### End of grade 5

Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.5.a. Explain why people in different times and places view the world differently.
- 1.5.b. Describe changes in society (e.g., political, social, cultural).
- 1.5.c. Identify cause and effect relationships in history.
- 1.5.d. Identify and use primary and secondary sources to examine the past and present.

## **Kindergarten**

Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.2.a Identify stories about past events, people, places or situations

## **Grade 1**

Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.2.b Differentiate between people, places, and events in the past, present and future.

**Grade 2** Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.2.c Relate stories about past events, people, places, or situations to help our understanding of the past and present.

**Grade 3** Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.5.a Explain why people in different times and places view the world differently.

**Grade 4** Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.5.b Describe changes in society (e.g., political, social, cultural).
- 1.5.c Identify cause and effect relationships in history.

**Grade 5** Standard 1: Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.

- 1.5.d Identify and use primary and secondary sources to examine the past and present.

### Connections and Conflict

#### End of grade 2

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.2.a. Give examples of conflict and cooperation among individuals and groups.
- 2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.
- 2.2.c. Identify that some ways of dealing with disagreements work better than others.

#### End of grade 5

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.5.a. Describe how wants and needs have implications beyond the self.
- 2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.
- 2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).

### **Kindergarten**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.2.a Give examples of conflict and cooperation among individuals and groups.

### **Grade 1**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.2.b Identify and describe factors that contribute to cooperation and factors that may cause conflict.

## **Grade 2**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.2.c Identify that some ways of dealing with disagreements work better than others.

## **Grade 3**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.5.a Describe how wants and needs have implications beyond the self.

## **Grade 4**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.5.b Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.

## **Grade 5**

Standard 2: Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.

- 2.5.c Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).

## **Geography**

### End of grade 2

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.2.a. Describe ways in which people depend on the physical environment.
- 3.2.b. Explain the concept of location.
- 3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.
- 3.2.d. Locate and distinguish between landforms.
- 3.2.e. Describe the influence of landforms and geographic features on human population and cultures.
- 3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

### End of grade 5

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.5.a. Explain and use the elements of maps and globes.
- 3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.
- 3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.
- 3.5.d. Describe ways that the earth's physical and human-made features have changed over time.
- 3.5.e. Describe factors that influence locations of human populations and human migration.
- 3.5.f. Describe and explain various types and patterns of settlement and land use.
- 3.5.g. Identify why particular locations are used for certain activities.
- 3.5.h. Define regions by their human and physical characteristics.

### **Grade 1**

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.2.a Describe ways in which people depend on the physical environment.

### **Grade 2**

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.2.b Explain the concept of location.
- 3.2.c Use maps and graphs, tables, and diagrams to read and display geographic information.
- 3.2.d Locate and distinguish between landforms.
- 3.2.e Describe the influence of landforms and geographic features on human population and cultures.
- 3.2.f Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

### **Grade 3**

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.5.a Explain and use the elements of maps and globes.
- 3.5.b Apply appropriate resources and geographic tools to generate and interpret information about the earth.

### **Grade 4**

Standard 3: Students will understand the interactions and relationship between human societies and their physical environment.

- 3.5.c Apply concepts such as location, distance, direction, scale, movement and region.
- 3.5.d Describe ways that the earth's physical and human-made features have changed over time.

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- 3.5.f Describe and explain various types and patterns of settlement and land use.
- 3.5.g Identify why particular locations are used for certain activities.
- 3.5.h Define regions by their human and physical characteristics.

## **Culture**

### End of grade 2

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.
- 4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.
- 4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.
- 4.2.d. Compare and contrast social environments in different cultures.
- 4.2.e. Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.

### End of grade 5

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).
- 4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.
- 4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.
- 4.5.d. Describe how cultural contributions from various groups have formed a national identity.
- 4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).
- 4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).

- 4.5.g. Examine the principle tenets of one major world religion.
- 4.5.h. Describe advantages and disadvantages associated with cultural diversity.
- 4.5.i. Examine cultural diffusion.

### **Kindergarten**

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.2.a Identify regional folk heroes, stories, or songs that have contributed to the development of a region's cultural history.

### **Grade 1**

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.2.b Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.
- 4.2.c Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.

### **Grade 2**

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.2.d Compare and contrast social environments in different cultures.
- 4.2.e Describe the expectations of how to act in one's own culture and compare this with behavioral expectations of other cultures.

### **Grade 3**

Standard 4: Students will understand cultural and intellectual developments and interactions among societies.

- 4.5.a Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).
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## **Society and Identity**

### End of grade 2

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.2.a. Identify connections between who they are as a person and their place in the world.
- 5.2.b. Distinguish themselves as individuals from others.
- 5.2.c. Recognize that individual people are part of a group.
- 5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.
- 5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).
- 5.2.f. Identify roles and behaviors that people demonstrate when in group situations.
- 5.2.g. Identify opportunities for choice in personal identity.

### End of grade 5

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.5.a. Describe how families influence the individual.
- 5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- 5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.
- 5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.
- 5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.
- 5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.
- 5.5.g. Describe socialization and opportunities for choice in personal identity.
- 5.5.h. Examine the difference between “acceptance” and “tolerance”.

## **Kindergarten**

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.2.a Identify connections between who they are as a person and their place in the world.
- 5.2.b Distinguish themselves as individuals from others.
- 5.2.c Recognize that individual people are part of a group.

## **Grade 1**

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.2.d Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.
- 5.2.e Explain why people live in social groups (e.g. families, communities, and nation).

## **Grade 2**

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.2.f Identify roles and behaviors that people demonstrate when in group situations.
- 5.2.g Identify opportunities for choice in personal identity.

## **Grade 3**

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.5.a Describe how families influence the individual.
- 5.5.b Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- 5.5.c Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.
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## **Grade 4**

Standard 5: Students will understand social systems and structures and how these influence individuals.

- 5.5.e Identify and describe ways that ethnicity and cultures influence people's daily lives.

## **Grade 5**

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- 5.5.f Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.
- 5.5.g Describe socialization and opportunities for choice in personal identity.
- 5.5.h Examine the difference between “acceptance” and “tolerance”.

## Government

### End of grade 2

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.2.a. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).
- 6.2.c. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.d. Identify qualities that leaders need in order to meet their responsibilities.
- 6.2.e. Describe the impact of families and schools on their lives.
- 6.2.f. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.g. Explain reasons for the importance of leadership and service.
- 6.2.h. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).
- 6.2.i. Describe the impact of religious institutions, government agencies, and civic groups on their lives.

### End of grade 5

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.
- 6.5.b. Describe how political institutions meet needs and wants of individuals and society.
- 6.5.c. Identify community leaders, local and national government officials, and world leaders.
- 6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).
- 6.5.e. Describe the organization and major responsibilities of the various levels of governments.
- 6.5.f. Explain what citizenship is.
- 6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.
- 6.5.h. Describe the roles of laws, courts of law, and judges.
- 6.5.i. Compare and contrast major political systems.
- 6.5.j. Explain different strategies to resolve conflict.

## **Kindergarten**

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.2.a Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.b Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).

## **Grade 1**

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.2.c Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.d Identify qualities that leaders need in order to meet their responsibilities.
- 6.2.e Describe the impact of families and schools on their lives.

**Grade 2** Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.2.f Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 6.2.g Explain reasons for the importance of leadership and service.
- 6.2.h Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).
- 6.2.i Describe the impact of religious institutions, government agencies, and civic groups on their lives.

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- 6.5.b Describe how political institutions meet needs and wants of individuals and society.
- 6.5.c Identify community leaders, local and national government officials, and world leaders.

## **Grade 4**

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.5.d Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).

- 6.5.e Describe the organization and major responsibilities of the various levels of governments.
- 6.5.f Explain what citizenship is.
- 6.5.g Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.
- 6.5.h Describe the roles of laws, courts of law, and judges.

### **Grade 5**

Standard 6: Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.

- 6.5.i Compare and contrast major political systems.
- 6.5.j Explain different strategies to resolve conflict.

### **Production, Distribution & Consumption**

#### End of grade 2

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.2.a. Distinguish between needs and wants.
- 7.2.b. Describe roles resources play in our daily lives.
- 7.2.c. Describe how we depend upon people with specialized jobs.
- 7.2.d. Distinguish between goods and services.
- 7.2.e. Explain why people make choices about how to satisfy wants and needs.
- 7.2.f. Identify institutions that are part of economic systems.
- 7.2.g. Describe how goods and services can be exchanged.

#### End of grade 5

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.
- 7.5.b. Distinguish among human, natural, and capital resources.
- 7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.
- 7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.
- 7.5.e. Describe how trade affects the way people earn their living in regions of the world.
- 7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.
- 7.5.g. Describe primary causes of world trade.

### **Kindergarten**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.2.a Distinguish between needs and wants.

### **Grade 1**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.2.b Describe roles resources play in our daily lives.
- 7.2.c Describe how we depend upon people with specialized jobs.
- 7.2.d Distinguish between goods and services.

### **Grade 2**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.2.e Explain why people make choices about how to satisfy wants and needs.
- 7.2.f Identify institutions that are part of economic systems.
- 7.2.g Describe how goods and services can be exchanged.

### **Grade 3**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.5.a Describe characteristics, locations, uses, and management of renewable and non-renewable resources.
- 7.5.b Distinguish among human, natural, and capital resources.

### **Grade 4**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.5.c Describe how changes in transportation and communication have affected trade and economic activities.
- 7.5.d Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services.

### **Grade 5**

Standard 7: Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.

- 7.5.e Describe how trade affects the way people earn their living in regions of the world.
- 7.5.f Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.
- 7.5.g Describe primary causes of world trade.

## Science, Technology, and Society

### End of grade 2

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.2.a. Distinguish between "tool" and "technique."
- 8.2.b. Describe examples in which tools and techniques have changed the lives of people.
- 8.2.c. Identify reasons and requirements for making tools and developing techniques.

### End of grade 5

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.5.a. Explain the difference between science and technology.
- 8.5.b. Examine ways in which tools and techniques make certain tasks easier.
- 8.5.c. Describe ways that tools and techniques can have both positive and negative effects.
- 8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.
- 8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.

### **Kindergarten**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.2.a Distinguish between "tool" and "technique."

### **Grade 1**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.2.b Describe examples in which tools and techniques have changed the lives of people.

### **Grade 2**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.2.c Identify reasons and requirements for making tools and developing techniques.

### **Grade 3**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.5.a Explain the difference between science and technology.
- 8.5.b Examine ways in which tools and techniques make certain tasks easier.
- 8.5.c Describe ways that tools and techniques can have both positive and negative effects.

**Grade 4**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.5.d Describe changes in scientific knowledge and technology that have affected your host country.

**Grade 5**

Standard 8: Students will understand how societies have influenced and been influenced by scientific developments and technological developments.

- 8.5.e Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.